DIVISION OF STUDENT AFFAIRS
INITIATIVE SHOWCASE
In this booklet, you will find each of the Division of Student Affairs’ nine departments’ major initiatives for the 2017-18 and 2018-19 school years. Documenting and communicating goals amongst colleagues is a critical step towards ensuring goal achievement, enhanced collaboration and increased transparency. Stating these priorities is also a major component of the “assessment cycle”:

In addition to the initiatives, you will also find each department’s departmental learning outcomes. These outcomes will help us ensure that our students’ learning experiences are meaningful, manageable and measurable. Each of these learning outcomes map back to our divisional learning domains which were developed by the Council for the Advancement of Standards in Higher Education (CAS):

1. Knowledge Acquisition (KA)
2. Cognitive Complexity (CC)
3. Intrapersonal Development (ID)
4. Interpersonal Competence (IC)
5. Humanitarianism & Civic Engagement (HCE)
6. Practical Competence (PC)

We encourage you to read the contents of this booklet and to engage in dialogue with other departments. We hope that you will find opportunities to collaborate, ask questions, celebrate successes and bolster relationships.

Sincerely,
Annie Stevens
Vice Provost
Division of Student Affairs

Steve Szopinski
Senior Assessment and Technology Specialist
Division of Student Affairs
Major Initiatives from AY 17-18

1. More than doubled job and internship opportunities, and provided employers and students easier access to each other by adopting Handshake. This platform is consistent with our vision of removing barriers between students and employers.

2. UVM alumni have signed up in record numbers for UVM Connect, a platform that engages alumni as mentors for students and each other. This was a collaborative effort between the Career Center, the Foundation and campus partners.

3. More students accessed career exploration and skill-building experiences through our expanded Job Shadowing (US domestic and international) programs, internship scholarship applications, faculty partnerships, and events.

4. Integrated career competency awareness and reflection into on-campus jobs, internships, and courses, through partnerships with the Student Employment Office, First Year Experience/Residential Learning Communities and Arts & Sciences.

Major Initiatives for AY 18-19

1. Connect more students to more opportunities for exploration, experience, reflection, and action through relationships with employers, alumni, faculty, staff and families.

2. Launch new communications and marketing strategies to improve student, employer and alumni awareness, knowledge and engagement, including the re-design of departmental web site.

3. Further integrate career competency development and a revised 4-Year Plan for Career Success into academic and co-curricular experiences.

4. Reassess the design and use of The Hub, providing student staff with more responsibility and training for outreach and service.

5. Complete our comprehensive strategic plan, focusing on how to help UVM build career readiness for all students, especially those with marginalized identities, in a time of unprecedented disruptions in the job market. Promote a culture of data-driven decision making.

Departmental Student Learning Outcomes

Students who interact with the Career Center will be able to . . .

1. Demonstrate skills necessary for an effective job/graduate program search (Practical Competence)

2. Identify personal interests, strengths, values, skills and/or competencies that inform intentional career-decision making (Practical Competence)

3. Articulate how their previous learning experiences produced career-related skills (Cognitive Complexity and Practical Competence)
Major Initiatives from AY 17-18

1. Advising - Faculty Recognition
   Established and awarded the inaugural UVM Faculty Academic Advising Award, in partnership with the SGA and Provost’s Office.

2. First Year Experience - Solidifying Partnerships
   Worked with key partners to bolster of implementation of FYE common elements: (1) Growth Mindset, (2) Emotionally Intelligent Leadership, and (3) Exploration - the first-year theme of the Four Year Plan for Career Success.

3. Orientation - Elevating the Academic Message
   Increased messaging about the First-Year Read by distributing (print and digital) copies of the book, guiding/prompting questions for students, and incorporating the book into Orientation Leader training.

4. Student Accessibility Services - Availability of Services
   Increased drop-in hours at SAS and evening hours in the Exam Proctoring Center.

5. Tutoring Center - Program Growth
   Increased awareness and usage of tutoring services among students; unique students using our services increased from 2,441 (2016-17) to 2,907 (2017-18).

6. TRIO/SSS - Improving Engagement
   Implemented ‘Signal Vine’ a new texting service to better communicate University deadlines and TRIO event details for students, and saw in increase in program participation.

7. TRIO/Upward Bound - Enhancing Student Success
   Achieved an 8% increase the percentage of TRIO/Upward Bound students who finished the school year with better than a 2.5 GPA.

Major Initiatives for AY 18-19

1. Advising – Support for Major Exploration
   Expand opportunities at the Advising Center (workshops, student and career panels) for students whose major is undeclared (or wish to change majors).

2. First Year Experience - Supporting First-Year Students from Marginalized Identities
   Increase staff resources and collaborations with staff and programs that support marginalized first-year student populations.

3. Orientation - Program Assessment
   Audit and improve the effectiveness of our Orientation Program assessment to align with institutional/divisional goals about student's preparedness and knowledge of resources.

4. Student Accessibility Services - Appeal Process Improvement
   Improve the appeal process for disability accommodation requests to allow for more transparent and independent review of appeals.

5. Tutoring Center - Faculty Partnerships
   Expand faculty collaborations to increase contact with first year students in areas such as FIGs, study groups, supplementary learning sessions, and supplemental instruction (SI).

6. TRIO/SSS - Early Start Program
   Launch Early Start Program for first-year students: students move-in 24 hours early and participate in community and academic programming.

7. TRIO/Upward Bound - Early Career Experience Placements
   Place 20% of Upward Bound participants into an early career experience (job shadow or internship) by August 2019.

Departmental Student Learning Outcomes

Students who utilize services provided by the programs within the CFAS will be able to . . .

1. Identify self-advocacy strategies related to their academic success (PC & ID)
2. Identify UVM and community resources that will enable them to more fully self-advocate for their academic success (PC & KA)
3. Describe their own academic strengths and areas for growth related to their academic success (ID)
Major Initiatives from AY 17-18

1. JED Campus
   The CHWB has engaged in a 4-year partnership with the JED Foundation in an effort to address the mental and emotional health of students and to enhance suicide prevention efforts. The goal of the JED Campus Initiative is to work with partners across campus to create positive, systemic change in the campus community.

2. Men’s Engagement
   In an effort to support men’s engagement on campus and in the UVM Community, the CHWB along with campus partners engaged in a year-long consultative relationship with Dr. Michael Kimmel in an effort to deepen and broaden the UVM Community’s awareness and understanding of the complexities of masculinity.

3. Improve Patient/Client Satisfaction with CHWB Services
   New initiatives included: providing targeted services to student athletes through the Catamount Sports Psychology Program, initiating on-line scheduling for CAPS appointments, the administration of Patient Satisfaction Surveys for Student Health Services patients, and offering the Wellness Pitstop at Living Well as a way to access CAPS staff outside of the traditional office setting.

Major Initiatives for AY 18-19

1. CAPS - Additional Locations
   Beginning this fall, CAPS staff will provide services at both the Mosaic Center for Students of Color and the Prism Center. CAPS will also pilot Let’s Talk Drop-In support throughout the semester at Living Well as well as at both CAPS locations during times of high demand.

2. SHS - Same Day Appointments and Improved Screening Tools
   SHS will improve access for urgent needs by reserving at least 50 same-day appointments per day. The use of a revised Health Screening Questionnaire and the addition of an integrated behavioral health provider will improve the ability to screen for and manage mental health needs, sleep difficulty, and alcohol and cannabis misuse. Finally, SHS has improved access to screening for sexually transmitted infections through an on-line process to request STI testing.

3. Education and Outreach - Enhanced Outreach Efforts
   Living Well will increase support of peer-to-peer education in order to expand offerings of Mindfulness, Step-Up, Positive Sexuality, and general Living Well Outreach. For the first time this fall, students will be trained as Peer Body Project Facilitators through a grant from the Oregon Research Institute. Additionally, the Catamount Recovery Program will expand this semester to offer increased support to students in recovery as well as to students exploring a break from substance use.

4. CHWB-Wide - JED Foundation
   The CHWB will continue engagement with the JED Campus Initiative. Projects this year will include administration of the Healthy Minds Survey to students, on-going policy review, and increased communication with the campus community around mental health and suicide prevention.

Departmental Student Learning Outcomes
Students who utilize or interact with services and programs provided by the Center for Health and Wellbeing will be able to . . .

1. Describe the relationship between health and one’s capacity to meet academic and personal goals (ID, PC)
2. Apply information that will enable them to manage aspects of personal healthcare (KA, PC)
3. Identify campus resources that assist in the development of student health and wellbeing (KA, PC)
Major Initiatives from AY 17-18
1. World Café on Free Speech – Co-hosted (with OSCR) a world café on free speech to offer the campus community the opportunity to dialogue about commitment to freedom of speech while simultaneously being proactive about and responsive to the potential hurt and trauma caused by hostile words.

2. ACOD Recidivism – Reduced the number of students who have multiple ACOD violations through partnering with BASICS and offering training and ongoing feedback to hearing officers to complete cases in a timely manner.

3. Educate Campus Community About Autism Spectrum Disorders – Co-hosted (with Student Accessibility Services) an event for the campus community focused on improving our practice and support of students with autism spectrum disorders.

4. Education & Outreach – Offered numerous workshops and tabling events to educate students about their Rights and Responsibilities and to share information about our services.

Major Initiatives for AY 18-19
1. World Café on Cannabis – Offer the opportunity for faculty, staff and students to come together and dialogue about perceptions of cannabis and implications of legalization.

2. Social Justice Mediation – Partner with Residential Life to seek venues to practice social justice mediation as means to address conflict through sharing narratives and the experiences that shape them.

3. NASPA Conduct Questionnaire – Utilize feedback from the questionnaire to enhance student learning in the conduct process.

4. ACOD Recidivism & Case turnaround – Continue to intervene with students’ substance use in a timely manner and direct them to resources, which maximize the likelihood that they won’t repeat.

Departmental Student Learning Outcomes
Students who interact with the Office of Student Conduct will be able to . . .

1. Describe behavioral expectations for both the campus and community (Interpersonal Competence)

2. Evaluate the congruence between their personal, community, and institutional values (Intrapersonal Development)

3. Explain the impact of their actions on their success at UVM, other students, and members of the larger UVM community. (Cognitive Complexity and Interpersonal Competence)
Major Initiatives from AY 17-18

1. Community Coalition Street Strategy: Expand capacity on Isham Street with the Isham Street Gardening and Other Optimistic Doings (ISGOOD) Neighborhood Group
   Expanded Isham Street’s multicultural and multi-generational efforts with 3 July events: one with the Burlington Rehab Center, ISGOOD, and Upward Bound high school students and two with UVM’s SESP students, Burlington Rehab Center, and ISGOOD.

   Worked with Isham Street resident and UVM Senior Sabina Parker on a New England Seeds grant and was awarded $2500 for ISGOOD’s Phase 3 of their strategic plan.

2. Spring Move Out Project (SMOP): Increase the visibility and participation in SMOP among off-campus students Through enhanced marketing efforts and increased door-to-door canvassing of the redesigned 7 Tips Flier the SMOP Team and its 50 plus volunteers brought in a record 30 tons of recyclables and trash from the Buell and Loomis Street events.

3. Conducting research to inform the work of the Food Insecurity Working Group.
   With the assistance of HESA Practicum student Patrick Long conducted 2 IRB approved focus groups of students around food insecurity. The knowledge gained will be shared with the Food Insecurity Working Group in the Fall of 2018.

Major Initiatives for AY 18-19

1. Launch an on-line Off Campus Living Tutorial
   Develop on Black Board a tutorial with video segments from our on- and off-campus partners to prepare students for off-campus living. The tutorial will have quiz questions for each themed segment and students who complete the video with a passing grade will receive a Preferred Renters Card to show to perspective landlords.

2. Partner with Residential Life to launch the Journey to Independence Learning Community located at Jeanne Mance.
   Develop initiatives in collaboration with Residence Life staff and student residents to support the goals around community building, civic engagement, and independent living life skills.

3. Expand the Community Coalition Street Strategy to Additional Neighborhoods
   Provide Neighborhood Grants and people power to Hickok Place and Greene Street to support residents in creating a healthier and safer neighborhood using the Isham Street pilot project as a model and grounded in the principles of restorative practices, social justice, Community-Based Participatory Action Research, Crime Prevention Through Environmental Design 2.0, Collective Efficacy, and Results Based Accountability.

Departmental Student Learning Outcomes

Students who interact with OSCR will be able to . . .

1. Identify resources that ease the transition to living off-campus (Practical Competence)

2. Describe the skills necessary to manage their household (Interpersonal Competence, Practical Competence)

3. Describe how relationships and communities can be bolstered through service learning and volunteering (Interpersonal Competence, Humanitarianism and Civic Engagement)
Major Initiatives from AY 17-18

1. Housing Selection and Notification Improvement
   We know that having clear communication channels with our students helps build good relationships with the department. Last year, we shifted the housing selection process so that returning students could know their learning community before they selected a room. To allow first-time first-year students to preference their LC, we shifted our processes so that they were able to find out their placement in May.

2. Break Housing
   We noticed that there was an increased demand for students to be able to stay on campus during break periods. Last year, we opened “break housing” to all students in all halls to meet the needs of our student population.

3. Learning Community Enhancements
   Last year we invested a substantial amount of energy in furthering the success of our learning community model. We developed a per/student formula to fund programmatic efforts within learning communities, hired nine additional program coordinators and two program directors, developed new learning communities and educated the broader campus community about learning communities at the Big Tent and Housing 2.0 summits.

4. Effective Staffing Practices
   We solidified and documented a department-wide process and approach for recruitment, on-boarding, and training of a highly talented and diverse workforce to ensure that our staff members start their careers at UVM on the right foot.

Major Initiatives for AY 18-19

1. Emotionally Intelligent Leadership Implementation
   To ensure that students in our learning communities receive consistent learning experiences, we will be aligning our programming and related coursework to five capacities outlined in the Emotionally Intelligent Leadership model.

2. Effective Staffing Practices
   Building on our efforts from last year, we will be adopting a department-wide supervision philosophy and identifying appropriate supervision skills and professional development opportunities in support of retaining a highly-skilled and talented staff.

3. Restorative Practices
   In approaching ten years of Restorative Practices within Residential Life, we are recommitting to continued training, capacity, and skill development in restorative practices across the entire department and with our student staff.

4. New Learning Communities
   This year will be the first year for our Arts & Creativity, Cultural Crossroads and Innovation & Entrepreneurship learning communities. We will be working with staff across the department to ensure that these learning communities are fully supported in their launch and continued success.

Departmental Student Learning Outcomes

Students who participate in a residentially-based Learning Community will . . .

1. Exercise self-reflection to foster self-understanding and identity development
   (Intrapersonal Development)

2. Demonstrate their ability to foster a shared purpose and sense of belonging with their community
   (Interpersonal Competence)

3. Examine the influence/impact of sociocultural factors to build healthy communities
   (Humanitarianism and Civic Engagement)
**Major Initiatives from AY 17-18**

1. **Campus Programs - Increased Safety**  
   Enhanced bystander intervention efforts at FallFest and SpringFest. Also improved the ChillZone, better trained students in crisis management, and worked seamlessly with EMS and Campus Police.

2. **Club Sports - New Training**  
   Piloted a New Participant Orientation with a group of first-time club sports students. The goal of this session was to introduce new club members to our mission, infrastructure, resources, and expectations.

3. **FSL - Chartering**  
   Assisted two groups in successfully re-chartering/chartering last spring

4. **Outdoor Programs - Development of New TRED Programs**  
   Added a new identity-based TRED group to join Mosaic TRED and Transfer TRED. The first-ever Pride TRED group was led by and developed for queer-identified students at UVM.

5. **Student Media - Program Growth**  
   UVMtv last year entered into an agreement with Res Life to move into the ground floor of Sichel Hall to serve students in that new Arts and Creativity Learning Community.

6. **Student Leadership - Next Step Retreat**  
   Celebrated the 15th anniversary of the Next Step Social Justice Retreat and continued to refine the experience to create opportunities for students to reflect on their identities and build relationships across difference.

7. **UVM Bored - New UVM Bored Website**  
   Launched a new website, putting an emphasis on variety of on-and-off campus events right at your fingertips. By years end the site was visited by over 97,000 individuals, up 44% in one year.

**Major Initiatives for AY 18-19**

1. **Campus Programs - Policy Implementation**  
   Work with campus partners to encourage consistency in policy implementation (food vendor insurance, catering waivers, etc.).

2. **Club Sports - Leadership and Team Development**  
   Presenting at the SGA Policy Workshop with a specific club sports module, facilitating Step Up training at New Participant Orientation, and increasing contact with clubs through 1-on-1 and advising meetings.

3. **FSL - Leadership Development Improvements**  
   Revamping our Emerging Leader Summit to include new curriculum regarding topics such as Kake Walk. The summit will now end with a lunch where the entire community is in attendance.

4. **Marketing - Campus Collaboration**  
   We’re hoping to develop a series in collaboration with FYE to help highlight students across our websites and platforms – creating content and videos speaking specifically to students’ experiences.

5. **Outdoor Programs - Advance Initiative to Build New Outdoor Program Facility**  
   Engage campus partners in the ongoing work of funding and constructing a new Outdoor Program and climbing facility.

6. **Student Leadership - Leadership Consulting**  
   We’re expanding our offerings of leadership workshops for student groups and finishing up a curriculum organization project, as well as increasing our outreach for student organizations and advisors.

7. **Student Media - Program Growth**  
   This year, we’re excited to be starting the work, sharing programming to better serve UVM students and simultaneously grow UVMtv as an organization.

**Departmental Student Learning Outcomes**

Students involved in Student Life programs will be able to . . .

1. Demonstrate their knowledge of systems, organizations, and roles necessary to achieve personal goals (CC)
2. Execute relevant role-specific tasks needed to achieve their organization’s goals (PC)
3. Demonstrate their ability to foster a shared purpose and sense of belonging with their or organization (IC)
4. Apply leadership skills necessary for their organization’s success (IC)
Major Initiatives from AY 17-18
1. Grand Opening of Central Campus Dining Hall
   - Increased student engagement through weekly cooking classes and the opening of Exploration Station, where students can prepare their own meal with a chef
   - 48 Discovery Kitchen Cooking Classes reaching 309 students
   - 120 students on average per day Exploration Station

2. UVM Dairy Bar helps reach Real Food Challenge Goal
   After more than a year of partnership and product development, UVM ice cream debuted on campus.
   - The milk comes from the CREAM Program, UVM’s student run dairy herd
   - 5,397 gallons of ice cream purchased
   - 25% Real Food purchased on campus, reaching our commitment two years early

3. New Technology Enhancements
   - Tapingo, a mobile food ordering app that increases convenience by reducing wait times
     - Over 21,000 transactions
   - Compass app, utilized for students to sign up for Discovery Kitchen cooking classes
   - Launched mobile ready website increasing accessibility
   - Utilized digital screens in Central Campus Dining Hall for sustainability and health messaging

4. Food Insecurity Working Group
   - We have been involved in the interdepartmental committee since fall of 2016. The committee worked with the Office of Student Affairs and UVM faculty to launch two surveys about the prevalence of food insecurity on campus. In the 2018 spring semester, our Registered Dietitian became the chair person of the working group.

Major Initiatives for AY 18-19
1. Expansion of Culinary Education
   - Programming for Residential Learning Communities Sustainability, WE, Journey to Independence
   - Offer free cooking workshops for off campus students in partnership with OSCR and WE
   - Work with SGA and student clubs to offer culinary programming

2. Promote Plant-based Eating
   - Expansion of vegan/vegetarian options across campus
   - Partner with Green Mountain Veggies student club to run an educational campaign about the benefits of plant-based foods

3. Vermont First Student Symposium – Taking Root
   - In October, Sodexo Vermont First will be hosting Taking Root, a food system student symposium. The event will feature keynote speaker Ben Hewitt, author of The Town that Food Saved. This academic symposium will allow students from around the state to learn and engage in discussions about food systems. The event will feature an Eat the Loop supper at Central Campus Dining Hall.

4. Food Insecurity Working Group
   - This group will be working with senior leadership to share the findings of the first two surveys. Additionally, we will be working on launching specific programs to increase food access, which may include an emergency food fund or food pantries on campus.

Departmental Student Learning Outcomes
Students who attend UVM Dining programming will be able to . . .

1. Describe the cultural significance of food (HCE)
2. Explain the environmental impact of food systems (KA, HCE)
3. Identity ways in which a healthy diet can positively impact overall health (PC)
4. Successfully use the basic tenants of safe food handling and preparation (PC)
Major Initiatives from AY 17-18

1. Contribute to Upcoming NEASC Accreditation
   The University is currently in the process of re-accreditation with our regional accreditor, the New England Association of Schools and Colleges (NEASC). The University will have its next full comprehensive review in Spring 2019. Several members of the VPDS team were tasked with collaborating with campus partners to document and describe the many ways our division enhances the student experience.

2. Learning Communities
   Last year, we assisted our divisional and campus partners in promoting the successes and benefits of our learning communities by providing assessment, communications and leadership support. We look forward to continuing our work in this very important area.

3. Enhancing Work Around Lowering High-Risk Consumption of Alcohol and Other Drugs
   Several members of VPDS lead a divisional group called the College Health Improvement Project (CHIP). Last year CHIP hosted the President’s Commission on Alcohol and Other Drugs meeting with partners from across campus to work collaboratively on reducing harmful health behaviors. As a result of this group’s work, several new initiatives have formed which allow us to provide targeted interventions. This group also observed the lowest rate of undergraduate high-risk drinking since 2012.

4. Implementing a Learning Outcome Framework
   The Division of Student Affairs values the critical role that co-curricular experiences have on student learning and development. To ensure that our students receive a well-rounded education, we worked with our departments to develop departmental learning outcomes that all map back to a divisional framework.

Major Initiatives for AY 18-19

1. Professional Development and Engagement Revamp
   This year we are broadening and diversifying the opportunities for staff engagement, learning, and scholarship. There will be new ways for staff to provide direct feedback, create content, and lead many of these initiatives. We will utilize the ACPA/NASPA Professional Competency Areas for Student Affairs to frame our professional development session, have designated funding for our Affinity Groups, and offer individual staff support to attend national conferences that focus on diversity, inter/multicultural competency, and social justice. The purpose of these new shifts is to deepen our community connections, bolster our professional content knowledge, and further support the inclusive environment we want for our division.

2. Enhanced Communication and Culture
   Information collected from divisional surveys regarding culture and communication have been very informative and will guide some upcoming initiatives that make our workplace even better. One such initiative is the creation of our Student Experience Summits where we will be providing learning opportunities to staff members regarding divisional initiatives.

3. Family Webinars
   Engaging with families has proven to be an effective way to partner for student success. On top of regular emails to families, we will now be providing webinars to families about topics relevant to their student’s experiences on campus.

4. Developing a Divisional Database
   Our departments currently collect a wealth of information about students and their experiences at UVM. VPDS is committed to bringing this data together on a semesterly basis in a single database. With this data living in a central location, we will be able to examine the intersections of the student experience more meaningfully.

5. On-board Two New Directors
   With the departure of the Directors of Student Life and Center for Health and Wellbeing, our staff will be heavily involved in on-boarding new directors for each of these departments.

6. HESA Professional Development
   VPDS is instituting an ongoing professional development series for each cohort, which is informed by the ACPA/NASPA Competencies. We will also provide specific resources to support the cohort in their assistantships, practicum opportunities, community development and individual career exploration.